

TLC End of Year Report

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**This is really more of a review spreadsheet.

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[The Road to School Improvement](#) by Richard F. Elmore and Elizabeth City

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TLC End of Year Report Exemplars - 2015-2016

Attract and Retain

[Hinton](#)

To offer support for new teachers through a comprehensive mentoring program, including support from a Mentor teacher observation and collaboration opportunities, and quality professional development. (Fully Met)

A survey of staff members who had received mentoring services in the 5 years prior to the TLC plan's implementation, some gaps were discovered as follows:

- Mentees felt they did not receive adequate training opportunities
- Mentees felt they did not have enough time for collaboration in the school setting
- Mentees rated the overall effectiveness of the program in the middle range.

The district felt that 3 mentors were needed to adequately address the needs of the district. Mentors were selected by a hiring committee consisting of 2 volunteer teachers, 2 administrators, and the TLC Coordinator (after she was hired). All applicants turned in letters of intent, resumes, and a question/answer passage for the committee to review. A roundtable discussion was held to find the best candidate for each of the jobs.

During Year 1 of TLC implementation, 3 mentors and 5 mentees attended Journey to Excellence: An Iowa Model for Mentors of Beginning Educators at Northwest AEA in Sioux City, Iowa. Journey to Excellence training addresses the personal and professional needs of the beginning educator as described by Ellen Moir as the "Phases of First Year Teaching" and provides an understanding of the Iowa Teaching Standards through the use of A Framework for Understanding the Iowa Teaching Standards and Criteria. Time was also spent discussing the Code of Ethics developed by the Board of Educational Examiners.

The activity logs show that mentees spent time observing both their mentors and other teachers in the district. The logs also show that time was spent reflecting on classroom experiences, district initiatives, and in face-to-face teaching conversations.

After the first year of the new Mentor implementation, another survey was conducted. Survey results are as follows:

100% of mentees felt they had enough collaboration time with their mentors

80% strongly agreed that they felt comfortable asking their mentor for support, and 20% agreed that they felt comfortable asking for support

60% or mentees rated the quality of their mentor as average, while 40% rated the quality as very high
100% of mentees agreed that their mentors provided them with strategies, resources, and knowledge to use in the classroom

Of the 5 mentees, 5 of them successfully completed the Journey to Excellence program and had successful evaluations. 4 mentees have decided to stay with the Hinton Community School. The other has decided to remain in the field of teaching but has decided to move to another community. All 3 of the mentors have decided to stay with the program.

Humboldt and Twin Rivers

Mentorship of novice teachers and new hires. (Fully Met)

Through the Mentoring process, we work with staff who are new to the consortium, but are experienced teachers (new staff), 1st year teachers (mentees) and 2nd year teachers (mentees). All new staff in the consortium are introduced to the district before school starts. The Mentor Coordinator meets with the new staff for about 4 hours, going over technology needs, basic district information, contractual information, expectations in the consortium, and a timeline of events for the year. Then the new staff meet with mentors and administrators for 4 hours, going over district information, expectations, and then we travel around the district via a school bus, pointing out highlights of our town, and having lunch together. This year, there were 3-experienced new staff members, 3-2nd year teachers and 1-1st year teacher who collaborated with 4 Mentors.

As the year progresses, the Mentor Coordinator holds 1.5 hour monthly meetings for new staff which discusses Iowa Teaching Standards & Benchmarks, upcoming consortium needs, and goals for the upcoming month in artifact collection. The large group meets for 21.5 hours throughout the year. In addition to the monthly meetings, mentors were required to meet with the mentees at least one more time per month, for 1.5 hours to review and discuss an outline of objectives that related to the four major components of a professional educator: Personal, Professional, Curriculum/Instruction, Systematic; mentors and mentees met this expectation 100% of the time, for a total of 13.5 hours to discuss individualized goals and needs.

Each semester, the Mentor Coordinator goes into the classroom of each new staff member and observes the classroom. Total observation time of each new staff is 2+ hours per year by the Mentor Coordinator. There 8 hours set aside for Mentors to go in observe new staff members, as well as new staff members to come into an experienced teacher's room to observe. The observation of experienced staff could be with the Mentor, but it could also be in the area of the new staff's curriculum.

At the conclusion of each large group meeting, a TLC Support Session Feedback survey is sent out to the Mentors and the new staff. Feedback is collected and reviewed quarterly by the Mentor Coordinator.

Quarterly, the new staff is asked to complete a TLC Support Session Feedback survey for their Mentor. That information is shared with the Mentor Coordinator and each Mentor at the conclusion of each quarter. At the end of the school year, the Mentor Coordinator reviews SMART Goals, and Data-Driven Action Plans with an Administrator as part of the Performance Review. All of the feedback is used to help attract more new teachers to the consortium and to retain quality teachers once they are hired. At the conclusion of this year, 3 teachers were recommended for Standard Teacher Licensure.

New teachers receive both large group and differentiated small group professional development provided by TLC leaders. The small group differentiated professional development is supported by the TLC AIW/ Instructional Coach. The differentiated professional development includes: an AIW kick-off, team scoring sessions (focused on task/student work/instruction), and an AIW mid-year. New Teachers self-reflect on their learning experiences and complete a self-reflection form provided by HCSD.

In 2015-16 new teachers attended a half-day AIW kickoff, collaborated during 15 AIW scoring sessions and attended an AIW mid-year through AEA 267. The new teachers also self reflected and completed the TLC support session feedback forms.

As a part of the TLC program, the Hiring and Renewal Process was analyzed to work to increase additional teachers into teacher leadership roles and to retain those teachers in the leadership roles from year to year. As TLC teacher leaders work with teachers in their classrooms, Interaction Logs are completed by TLC leaders and at the conclusion of the session, a TLC Support Session Feedback form is submitted. TLC teacher leaders are provided summative feedback quarterly. Administrators meet with TLC leaders mid year and at the conclusion of each year, where they review Data-Driven Action Plans, TLC Smart Goals, and Teacher-Leader Interaction Logs. These evaluations are used to help encourage TLC leaders to re-apply for positions for the following year.

The TLC committee created a reduced application process for teacher leaders entering their 2nd year in a position, which encourages the teacher leaders to re-apply for a leadership role. The goal is to retain teacher leaders in their TLC role for multiple years.

Indianola

**Indianola will retain its new staff members at a rate equal to retention of all of its staff members.
(Fully Met)**

To review this goal, we examined our list of 2015-16 new hires for changes. Of the 39 certified instructional staff members hired for the 2015-16 school year, 37 signed a contract to return for the 2016-17 year, a rate of 95%. (Of the two teachers who left the District, one left for a music position at a different grade level, and one intends to leave the teaching profession.) Our overall rate of teacher retention for all instructional staff members is 94%.

The 39 new instructional staff members for 2015-16 included teachers new to the profession (first-year and second-year teachers). To support these teachers, our TLC plan included a new position of Teacher Mentoring Coordinator (TMC) to oversee the mentoring and induction process. Feedback on an end-of-year survey about this role included such comments as, “[The TMC] has been very responsive to questions from myself or my mentee. She sincerely wants the best for the teachers she works with.” A new teacher wrote, “She has made the effort to come into my classroom to provide support.” Another new teacher stated, “[The TMC] has been willing to go with me to resolve any issues that I may have to go to my administrator about. She has done a great job of checking in with me throughout the year and is really there for me to help guide me through my first year. [She] has been a great resource for me. If she hears that I may need guidance or a calming presence she is there for me, which I really appreciated.” Other comments echoed many of the same sentiments. Based on this feedback, we feel that we are providing a more supportive environment for our first- and second-year teachers, resulting in a high retention rate of new staff.

North Fayette and Valley

Recruit new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program. (Fully Met)

In 2014-2015 surveys indicated that 75% of initial teachers over the recent years did not feel there was sufficient time provided for mentor and mentee collaboration. 85% of mentors and mentees were dissatisfied with opportunities to work with other professionals in their building. 16 of 30 new teachers were retained over the past 5 years at both districts. (some impacted by budget cuts).

A focus group met and determined the initial teacher training for NFV. Our focus became working with teachers on classroom practices that will help them be successful the first year. The intent was to provide them with the necessary tools as a beginning teacher with emphasis on classroom procedures and the importance of quality instruction. There was also the need to start the year with planned mentor/mentee meetings weekly for the first quarter, bi-weekly for the second quarter, and monthly for the second semester. Year two of the training would be geared toward the teaching standards and portfolio creation.

Year 1 included reading and implementing activities out of the book, *The First Days of School* by Harry and Rosemary Wong. The video series *The Highly Effective Teacher* was also utilized throughout the school year. Initial teachers were responsible for creating classroom procedures to enhance their safe learning environment as well as design lesson plans and instruction reflecting the higher order thinking skills.

Initial teacher training took place monthly for the first semester in half day increments. Teachers were surveyed monthly and they indicated professional learning in areas of classroom management and lesson mastery. Second semester we held monthly 1-hour meetings after school.

2015-2016 mentoring surveys indicated initial teachers were satisfied with the mentoring program. 100% of initial teachers indicated the book and book study, *The First Days of School* was helpful to be successful their first year teaching. Six of the seven teachers felt the training was helpful and beneficial for their classroom practice. 100% of the initial teachers indicated the scheduled time with their mentor was worthwhile and that it was a sufficient amount of time. This is a significant increase from previous year surveys. All of the teachers are remaining at NFV next school year and will continue into their second year of training.

Waukee

Continue to attract highly-effective teachers by offering competitive starting salaries and offering short-term and long-term professional learning and leadership opportunities. Continue to retain effective teachers by providing pathways for career opportunities. (Fully me)

Waukee TLC roles were developed to offer short- and long-term professional learning, leadership opportunities, as well as provide career pathways for teacher leaders. All positions work collaboratively to provide short- and long-term professional learning as noted after the listed positions.

*The career pathways are listed below:

The Waukee CSD Teacher Leadership & Compensation plan included hiring 226 Teacher Leadership positions for the 2015-16 school year. These leadership roles include 21 full release positions: 12 Instructional Coaches (one per building); 5 Instructional Mentors (serves 1st year teachers); 4 Instructional Strategists (serves special education teachers). The district had 205 leadership roles that continued in their full time teaching positions: 80 Curriculum Leaders (8 elementary per building, 4 for 6th-9th buildings, 8 for 10th-12th); 125 Building Mentors (30 supporting first year teachers, 35 support second year teachers, 60 supporting career teachers new to the district, returning to district teachers did not receive mentors).

*Short- and Long-Term Professional Learning:

New-to-Waukee training Our professional learning model highlights extended support for all New-to-Waukee teachers. This includes 15 hours of face-to-face learning with an Instructional Coach, Instructional Mentor and/or Instructional Strategist, as well as 30 hours of “out-of-class” learning and application. In the 2015-16 school year, Waukee welcomed 99 New-to-Waukee teachers.

Embedded professional learning - PLC+

PLC+ is an embedded professional learning experience that is offered throughout all 7 of our elementary buildings. The learning is facilitated by the Instructional Coach within each building and is focused on district and building goals for the year. Each grade level team has three ½ days PLC+ sessions throughout the year. During the 2015-16 school year, PLC+ sessions were designed to elevate learning around Social Studies, Science & Literacy.

Mentor/Mentee Program

The mentor/mentee program is designed to support first year, second year and New-to-Waukee teachers within the district. Each teacher is assigned to a building mentor. Mentors assume the responsibility for modeling and guiding mentees through the PLC process and daily instructional routines. They engage their mentees in learning-focused conversations around relevant instructional topics and practices. Mentors and mentees attend 5 after-school, seminar sessions to support conversations and growth and to collaborate with other mentors and mentees from across the district.

*Application/Retention Data:

During the 2015-16 year, Waukee CSD had 1,100 applications for certified teaching positions (high school, middle school, and elementary teaching positions). This number DOES NOT include multiple applications refiled by the same applicant.

WCSD employed 662 certified teaching staff and had a retention rate of 94.7% for the 2015/16 school year.

District Salary Schedule:

The Waukee starting salary is \$38,780 with benefits totals \$45,844.00 for a first year teacher with BA+0.

Promote Collaboration

Fort Dodge

Teachers benefit from improved collaboration with peers and TLs and report an understanding of their role as change agent with recognition that student success and failure is a direct result of what we do. (Mostly Met)

To answer this question, we'll start by answering the question did we do what we said we were going to do. To support our answer of yes in this question, we have two forms of evidence, one showing peer to peer increased collaboration with the other being teacher to teacher leader collaboration. First, we changed our calendar to support the work of PLCs in our district. Our calendar was changed so that every teacher in the district had the time in the school year calendar (on a weekly basis) to meet with their PLC colleagues. Second, teacher leader logs show that over 900 hours were logged in teacher to instructional coach conversations with data being collected from January through the end of the school year.

We'll also answer the question, how well did we do what we said we were going to do? Surveys were given to all teachers regarding their PLC as well as their support from teacher leaders in a full time role. Consistently the PLC survey showed that all PLCs have beginning pieces in place for PLC work to happen yet have work to do in continuing to build the culture of learning across the entire district. Following our norms and pushing to the point where we are willing to challenge the ideas of colleagues without challenging the colleague as a person is an area of growth for us. To help meet this need, all PLC facilitators were offered training in June and August of 2016. In June, Solution Tree came into the district so PLC facilitators could attend a PLC Hybrid event. In August, all PLC facilitators will be invited to attend Crucial Conversation training. In addition, following the June training, facilitators noted that all teachers in the district should engage in the work of the PLC Hybrid. We are currently working to change our academic calendar in November to bring in a hybrid event so all staff can hear from the experts. All teachers were also asked to take a survey based on the support they were given through the full time teacher leadership positions. Teachers indicated that there were a few areas of support where the instructional coaching team offers the most support. First, attending PLC team meetings and helping the facilitators of the PLC was the most common way that instructional coach support was needed. Second, having a coach observe in a classroom and support the teacher with feedback was an area of support that teachers reported appreciating. Finally, the third most common response for positive support from the instructional coaching team was co-planning that occurred between the teacher and the instructional coach. Ninety-five percent of teachers that worked with an instructional coach reported that it was a positive experience with 92% reporting that they would voluntarily work with an instructional coach again in the future. Changing instructional practices was the most common way teachers reported a coach helping them improve their classroom experiences. Revising curriculum and

increasing student engagement were the next two ways in which teachers reported receiving positive help from the instructional team as they collaborated.

Hampton-Dumont

Enhance our climate of collaboration. (Fully Met)

Our entire TLC team agreed that this overall goal was fully met. With our 13 main TLC positions between Instructional Coaches, Lead Teachers, and Mentor Teachers and our 18 PLC coaches, the culture of collaboration in our district hit an all-time high. This collaboration not only impacted teaching and learning, including student achievement, but it also improved the climate and culture in our schools.

PLC agendas/minutes: As mentioned in Goal 1, 100% of our 18 PLC coaches in our TLC program facilitated their teams with the help of using a district template for PLC agenda/minutes. All 18 PLC teams completed their electronic agenda/minutes for their weekly meetings. These agendas/minutes were shared with each teacher on the team as well as applicable administrator(s) and other special teachers who may have an interest in the team (but were a part of another team, like the TAG teacher). This process, led by our PLC coaches, improved our climate of collaboration for professional learning.

Woodruff Scale data: We documented our modified Woodruff Scale data on a monthly Google spreadsheet we called a "Coaching Contact Scale". Along with the Woodruff Scale data to measure the level of our work with teachers, Instructional Coaches and Lead Teachers also recorded each contact they had with their colleagues. Throughout the school year, our teacher leaders kept consistent numbers of contacts with their teaching colleagues. A snapshot of our data for the number of contacts: October=581 January=417 May=420

Our goal was to increase the level of contact with teachers monthly, hoping it would peak mid-school year. We then wanted to maintain a consistent level of contact with teachers between a 3 and 4. Lead teachers were not expected to work with teachers at a level 5. So our goal was not to keep our numbers at a 5. September baseline data was a 1.858. The following data shows our average level of contact each month. Our peak was in January and we held relatively consistent through May.

Oct - 2.74

Nov - 3.10

Dec - 2.95

Jan - 3.19

Feb - 3.15

Mar - 3.13

Apr - 3.08

May - 3.01

Teacher surveys: Our monthly TLC surveys to all teachers in addition to our survey of teachers in the mentoring program all indicate our climate of collaboration has been improved through the implementation of our TLC program. The percent of teacher indicating they were ready for a coaching cycle or were already in a coaching cycle increased from 27% in October to 33% in April. While the percent of teachers indicating they still needed to learn more about coaching cycles went down from 24% to 18%.

Wayne

Promote collaboration. (Mostly Met)

To increase collaboration time, the secondary building moved to a 9-period day and reserved 1 period for teachers to collaborate with colleagues. Teachers met at least once a week and logged reflectively their group discussion of Capturing Kids' Hearts (CKH) monthly goals or numerous other instructional topics. CKH topics included: creating social contracts, the EXCEL model, self-managing classrooms, developing meaningful relationships with students, team building, fierce/difficult conversations with students or peers, meet & greet, reviewing social contracts, and motivation/attitude/reframing. Instructional Coaches (IC) are also members of peer collaboration teams but also attended other collaborative meetings to explore teacher needs and address concerns. Teachers expressed wanting more collaborative conversations within their content areas and/or grade levels. We are working to schedule prep and collaboration periods to be more conducive for this next year.

The elementary staff used before/after school time, as well as release time for collaboration. ICs also met with teachers over lunch to discuss instructional needs and review data. We are planning to provide more peer and coaching collaboration time during school hours for elementary in the 2016-17 school year.

The district's Professional Development Leadership Team (PDLT) met 6 times throughout the year to assess, discuss, modify, plan, and reflect upon our professional learning. The PDLT consists of administration, the PD/TL coordinator, Technology Coach (TC), ICs, and 3 other classroom teachers. The year began with Gallup Strengths training for all district staff. Some followed up with online or face-to-face discussion groups to reflect about individual strengths and development. Over the past 5 years, our PD primary focus were the Characteristics of Effective Instruction (CEI) with focus groups sharing strategies implemented in classrooms. This year our focus was to use CEIs and various assessment data to provide MTSS interventions to improve student achievement. Paraprofessionals and TL substitutes were included in much of our staff learning in order to provide consistent instructional strategies for

students. All district staff were given the book, “The Energy Bus” for the holidays. Monthly book reviews began during the 2nd semester which allowed for all district personnel to explore and reflect on how to increase positive energy into their work and life!

ICs observed, strategized, and provided feedback to assist teachers with interventions to increase student achievement. CEIs, FAST, MAP, and other assessment data were used to monitor student performance. Model Teachers (MT) demonstrated interventions/CEI strategies to teachers and collaboration groups who scheduled observations, followed by conversations, about what had been seen and could be implemented into the observer’s classroom.

ICs met weekly with Administrators, TL coordinator and TC; also monthly as a group, with the coordinator and TC, to brainstorm strategies to best meet administrator and teacher needs. Once a quarter, the full TLS team met to review the TL program. Such review determined monthly meetings with MTs begin during the 2nd semester to provide them time to discuss concerns.

Our district’s TLC plan was a continuation of a collaborative process we had begun to implement over 5 years ago. It continued to grow and highly impact instructional improvements to meet the needs of all learners – students and adults.

Reward Professional Growth

Northeast

Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and compensation. (Mostly Met)

The Northeast Community School District measured the effectiveness of our goal to Reward Professional Growth through the retention rates of career teachers, the percentage of teachers in leadership roles, and through teacher feedback on the TLC selection process.

According to the Iowa School Report Card data, retention rates of career teachers show a slight increase from 2014 to 2015. In 2014 85.2% of the elementary staff and 83.3% of the secondary staff returned to teach again at Northeast. In 2015 these percentages increased to 86.7% at the elementary and 86.1% at the secondary level.

The percentage of teachers in leadership roles show an increase from 2015 to 2016, and projects a further increase in 2017. In the 2014-2015 school year, our district had no formally identified teacher leaders. Through the TLC grant, we were able to hire ten model/mentor teachers and two instructional coaches in the 2015-2016 school year, thus 18.2% of our teachers were formally identified as teacher leaders. In 2016-2017, this percentage will increase to 25.4% as we've now hired an additional four model teachers and one instructional coach.

Selection process feedback

The District did not solicit direct feedback on the selection process in year one. Moving forward, such feedback will be sought from all year one applicants.

No surveys were developed in year one. A survey instrument will likely be administered in year two.

Wayne

Reward professional growth and effective teaching. (Mostly met)

All Teacher Leader (TL) candidates were selected through a rigorous selection process determined by a site-based review council of unbalanced representation of the 2 principals and 3 teachers representing each attendance center. Recommended applicants were reviewed by the superintendent, who then took the recommendations to the Board of Education for approval. TLs were reviewed through a peer feedback survey during both semesters, and a final evaluation by principals using the Measure of Effectiveness rubric.

The Teacher Leader Survey provided positive feedback about each TL's experience in their role in our TLS program. TLs overwhelmingly agreed they were 1) supported and assisted by administration, 2) that their assistance promoted learning for all students, 3) their roles and responsibilities were well-defined with supportive professional learning opportunities, and 4) they were 100% involved in developing or delivering job-embedded professional learning. After the 1st semester, Model Teachers (MT) expressed concerns about compensation in alignment with their number of observations and we implemented monthly meetings to better focus on their concerns and resolve issues. We are in the process of adjusting schedule and compensation needs for MTs and the Technology Coach (TC) next year. A majority of TLs agreed that compensation (money and release time) were satisfactory and that their leadership skills had improved since becoming a teacher leader. TLs attended IDE conferences, a Stephen Barkley workshop, GPAEA Jim Knight trainings, Pat Quinn's "Coaching Reluctant Teachers" workshop, and MTs attended GPAEA secondary MTSS training.

Coaching and model teacher logs tell a story of TLs working with some classroom teachers who were initially skeptical of the TLS process, now frequently collaborating over data, instructional strategies, interventions, and team teaching. TLs built close relationships and worked with the heart of a true servant leader.

The following quote from the TL Survey reflects a TL's experience this year, "Working as a model teacher encouraged me to focus on the strategies I use and their effectiveness. I really tried to up the student engagement in my classroom, as a result I feel that I've improved my instructional practices greatly. I've also benefited greatly from the instructional coaching I've received. It has been thought provoking, challenging (in a good way), and useful. My coach has been a sounding board, cheerleader, and mentor."

Our technology coordinator reported that our teachers' are requesting more assistance and their confidence has increased this year using technology for instruction, as well as student use. In PD settings, more teachers are presenting new technologies that they have been using successfully in their classrooms. Recently fourth grade Skyped with children's book author, Bo Rush, a native Iowan who currently lives and teaches in Colorado. The students were able to read one of his books and then talk to him about his book, the process, and the similarities and differences between their schools. Google Classroom, Google apps and extensions have been implemented more this year by teachers and students at all grade levels. Our TC assisted Junior High teachers to successfully write a grant for chrome book carts and develop a plan of action for their use with students next school year.

One TL stated, "Being an instructional coach has been a challenge, but I would not have wanted to miss the experience---it made me move out of my "comfort zone" and thus helped me to grow as an educator and leader."

Northeast

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Improve Student Achievement

Hinton

To increase student achievement by providing teachers with continued support and guidance in implementing research based and data driven professional development through the use of instructional coaches. (Fully Met)

At Hinton, our highest priority goal was to increase student achievement. Our Iowa Assessment scores show that every one of our grade levels outperformed both the state and the AEA on the average National Standard Score for reading on the Iowa Assessments, with the exception of 7th grade which beat the state but tied the AEA. This assessment data also showed that Hinton School had a greater percent proficient by grade than both the AEA and the state in the area of reading.

After one year of TLC implementation, this year's annual trend data shows that all of our grade levels showed growth over last year in reading, math, and science on the Iowa Assessments, with the exception of 11th-grade reading.

In math, the annual trend data shows that all of our grade levels' NSS scores are currently above the proficiency cut score and grew by at least seven points. In addition, all grade levels are above proficiency cut scores in science and showed positive growth in this area as well.

We currently do not have AYP or ACT data to show for this year because it has not been released by the state yet. This data will be included in next year's report as it becomes available. Our graduation rate for the 2016 year was 100%, as it was in 2015.

We were also able to increase student achievement through the implementation and use of PLCs. Weekly PLC sessions for grades TK-6th were implemented this year as a method for looking at student PBIS behavior data and FAST reading data.

The TK-3rd-grade building's FAST scores went from 74.91% in the fall to 81.25% in the Spring. The TTK-3rd grade building's behavior data went from a January high of 5.89 behavior trackers written per day down to an average of 3.57 trackers written for the month of May.

This was the first year of implementation of the FAST Assessments for students in grades 4-6. Our teacher leaders were instrumental in leading this new initiative in the upper grades. FAST scores in grades 4-6 went from 59.3% in the fall to 61.71% in the Spring. We expect the scores to continue to climb as we continue to work through the MTSS building blocks. PBIS behavior/ tracker data for these grades went from a February high of 4.76 trackers written per day to 1.05 written in May.

Student achievement was also targeted through the use of TLC leader led Professional Development sessions. We spent a lot of time on enacted curriculum and unpacking the Iowa Core standards this year. This in response to FAST data indicating that strengthening the core was needed.

Teacher feedback and survey data indicated that the staff was happy with the way professional development went this year. According to teacher logs 100% of professional development sessions were led by teacher leaders.

Roland-Story

Teacher leaders will be integrated in each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement. (Mostly Met)

The TLC team continues to become data-rich and data-informed in order to assist teachers in making informed decisions for increased student learning. At the start of the 2015-2016 school year, individual teacher professional development goals were shared with the learning coaches and TQ committee (the high school goals were shared only with the high school learning coach). Coaches assisted staff with their goals if requested. The TLC team created a “revised” Woodruff Scale. At a district PD day, the scale was shared with all staff with the expectation that they would become familiar with the purpose of coaching. Learning coaches set goals to engage in coaching cycles with staff.

Data from the coaching log show that although the coaches engaged in different levels of the Woodruff Scale, true “coaching cycles” were few and far between. A goal for the 2016-2017 school year is to engage in more “heavy coaching” as defined by Joellen Killion. Although coaching did not comprise the majority of time in the elementary and middle schools-see coaching log, the Data/PD/PLC/Teams/Mentoring duties of the learning coaches was much appreciated and very beneficial according information gathered from an Implementation of Teacher Leadership survey.

For the 2016-2017 school year, coaches will be embedded in individual professional development goals.

At the building level, learning coaches helped plan and present professional development. A Building Level Team, comprised of Professional Development Advisory Team members, met monthly with the building coach and administrator to ensure that PD aligned with district and building-level goals. Staff are seeing a much tighter alignment among personal/building/district goals.

A very clear and strong connection between implementation of the TLC grant and increased student achievement has yet to be established. The SIAC report to the School Board shows overall growth in Reading, but not Science or Math:

Reading Math Science

2015 83.7% 84.3% 87.1%

2016 84.3% 82.0% 86.7%

With an emphasis on “heavy” coaching for the 2016-2017 school year, we hope to see a stronger relationship between coaching and increased student learning/achievement and growth from good to great.

TLC End of Year Report Exemplars - 2014-2015

Cedar Rapids

1: How Much Did We Do?

The evaluation of our Teacher Leadership System (TLS) starts with an analysis of our selection process. Our staff was aware of the TLS opportunities for the 2014-2015 school year. Ninety-three percent of staff surveyed responded strongly agree or agree (on a strongly agree, agree, disagree, strongly disagree, not applicable scale) when asked if they were aware the TLS positions. The State of Iowa requires at least 25% of teachers be in TL positions. Our TLS surpassed this requirement, which employed 438 teachers who fulfilled one or more roles, equaling over 34% of teaching population in the fall. Hiring teams completed their work dutifully with 40 of the 42 different roles being filled. The roles of Mentor Teacher and Curriculum Writer were not hired due to an unexpected, diminished need for the roles. This modification was reported to the state in correspondence dated September 29, 2014. The Department of Education approved the changes. The 40 teacher leader roles fall into 18 categories, for which professional learning was designed and delivered. Those teacher leader categories included:

- Lead Induction Coach
- Induction Coach
- Instructional Design Strategist
- Instructional Design Strategist Facilitator
- Teacher Leadership System Facilitator
- Behavior Specialist
- Curriculum Facilitator
- Learning Supports Facilitator
- Professional Learning Community Leaders
- Professional Development Facilitator
- Resolution Team Facilitator
- Teacher Quality Facilitator
- Building Leadership Team Member
- Positive Behavior Interventions and Supports Leader

- Technology Integrationist
- Model Classroom Teacher
- Department Chair
- Cooperating Teacher

All teachers in the District were served by teacher leaders in some capacity. According to teacher leader logs, there were over 6000 collaborative planning sessions in the 2014-2015 school year. The most common content of those sessions included:

- Formative Assessment
- Student Engagement
- Standards Based Grading
- Technology Integration
- Learning Targets/Standards
- Rubrics/Proficiency Scales
- Differentiation/Small Group Instruction
- Classroom Management

Our conclusion is that our Human Resources Department, Hiring Teams and Professional Learning Departments did a fantastic job meeting our goals for carrying out the selection process with fidelity and integrity and providing professional learning to all teacher leaders.

2: How Well Did We Do It?

One of our goals with our TLS was to create opportunities for teachers to lead while remaining in the classroom. Ninety percent of teacher leaders were able to do just that. Our second goal was to provide support which equipped them for success. When our teacher leaders were surveyed, the following percentages represent how favorably (strongly agree or agree) they responded to questions about their preparation for their teacher leadership roles: 85% of teacher leaders believed their job requirements were what they expected, 87% of teacher leaders believed they received the support they needed to carry out those requirements, 91% of teacher leaders felt confident in being able to do their work, and 89% of teacher leaders believe they have been entrusted to make decisions in their leadership roles. As a result of the structures for support being carried out in our TLS, 87% of our teacher leaders, who had the option of returning, have agreed to be a teacher leader in 2015-2016. We have concluded that the

TLS Survey and Human Resources data illustrates the quality of the preparation and professional learning our teacher leaders were provided.

3: Are Teacher Leaders More Effective?

Our method of measuring the professional growth of teacher leaders was a tool we designed, called the Continuum of Development (COD). It was based on the Iowa Department of Education's Framework for Learning Supports and the New Teacher Center's Mentor Standards. Focus areas of the COD included: Adult Learning, Collaborative Culture, Communication, Content/Pedagogy/Assessment, Systems Thinking, and Data. Each focus area has more specific and descriptive indicators defining levels of proficiency and the graduated levels of leading to proficiency. Each indicator has a Likert Scale of 10 points to help teacher leaders pinpoint their skill level (1-3 is Beginning/Emerging, 4-7 is Applying, and 8-10 is Innovating/Integrating). All teacher leaders, who were fully or partially released from the classroom, reflected on their practice using the COD as they developed their Individual Professional Development Plan in the fall of 2014. A reflective conversation took place with their supervisor at that time. In the spring of 2015, these same teacher leaders reflected using the same process and tools as in the fall. The fall and spring reflections were compiled to determine the growth of teacher leader groups for the purpose of determining future professional learning and support for these groups. According to this data: 91% of TLS groups saw a 10% increase or more in their mean Continuum of Development scores and 55% of TLS groups saw a 25% increase or more in their mean Continuum of Development scores. Our extra-duty teacher leaders were asked to reflect using the COD process in the spring of 2015 in order to collect baseline data. All five of these roles had a mean score of at least of 7 out of 10, which is the highest level of "Applying" on the COD. Our Building Leadership Teams (BLT) were asked to submit a team score when reflecting on the COD. Seventy-four percent of our BLTs assessed themselves as having an "Applying" score or better in every category of the Continuum of Development. We have concluded that our teacher leaders are more effective as evidenced by the growth and level of proficiency demonstrated on the Continuum of Development.

5: Has Student Achievement Improved?

Our TLS was in its inaugural year in 2014-2015. If we were to correlate the effect of the TLS on student achievement, we must look for changes in the data from the previous years to this one. One method of measuring student achievement is the Iowa Assessment. Regarding reading and math, there was no appreciable increase in student proficiency or expected growth according to this measure, nor a reduction in achievement gap. According to our standards-based District Elementary English Language Arts Assessment, student achievement improved. It is an assessment given to every first through fifth grade student. The percent proficient has increased at each grade level in the last year. According to our standards-based District Elementary Math Assessment, student achievement also improved. This assessment is given to every kindergarten through fifth grade student. The percent proficient has increased at three of the six grade levels in the last year. At the middle school level, one of the measures

our district uses for student achievement data is D and F data. With this data, we want to see the number of D and F grades decrease. Three of our six middle schools saw the number of D and F grades in math courses decrease in the last year. Two of our six middle schools saw the number of D and F grades in reading courses decrease in the last year. According to the Scholastic Reading Inventory, our ninth grade scores remained nearly the same. The percent proficient moved from 70% to 69% in the last year. Our tenth grade scores showed considerable growth, with the percent proficient moving from 60% to 71% in the last year. The Scholastic Reading Inventory is not given to 11th and 12th grade students. Our high schools are in their inaugural year in implementing standards based district math assessments, therefore the following is baseline data at this time. The percent proficient in Algebra 1 was 49%, Geometry was 63% and Algebra 2 was 39%. According to our District Suspension data, overall suspensions have decreased by 8% in the last year and the number of the students suspended has decreased by less than 1%. According to our District Office Referral data, overall referrals have decreased by 5% in the last year. We conclude that our students demonstrate greater proficiency and growth on assessments which are standards-based. We anticipate improved results with other measures.

Council Bluffs

2: Improve school and district climate and culture.

Humanex Assessment: On a district-wide survey of school culture, 62% of teachers indicated that they were highly engaged and highly satisfied in their positions. This represents over an 8% increase compared the same assessment in the previous year, which had been an increase from the previous year's results. The average engagement score, as established by the creator is 35% to 45%, depending on the profession. The individual item scores increased in every one of the 74 indicators. Mentor / Mentee survey data: The following data is still being fully analyzed, but here are early results: TLC has supported student centered coaching: Agree (69.7%), Disagree (17%), Unsure (13.2%) TLC has added to "best place to work" culture: Agree (52.2%), Disagree (14.5%), Unsure (33.2%) TLC has helped recruit, recognize, retain teachers: Agree (57.7%), Disagree (12.9%), Unsure (29.3%) TLC has positively changed school culture: Agree (51.2%), Disagree (12.5%), Unsure (36.2%) Overall perception of your experience with TLC: Positive (70.7%), Negative (04.4%), Unsure (24.9%) Satisfaction with mentor (from new teachers): Satisfied (78.9%), Dissatisfied (05.2%), Unsure (15.8%) TLC "helped me be effective" (from participants): Agreed (59.0%); Disagreed (15.7%), Unsure (25.3%) Coaching Sessions: A Student Centered Coaching Cycle is defined as an ongoing relationship between a coach and teacher or small group of teachers where the focus of the work between the coach and teacher is based on a specific student learning target and pre and post assessment data is collected to determine student growth on the target during the coaching cycle. Teachers participated in 211 Student Centered Coaching Cycles with Instructional Coaches during the 2014-15 school year. The average pre assessment of student proficiency for all coaching cycles was 30.08% proficient. After teacher participation in the coaching

cycles, the average post assessment of student proficiency for all coaching cycles was 72.13% proficient. Teacher Attendance Data: Absence rate for teachers in 2013-14 was 5.91%; the same rate in 2014-15 was 6.45%, an increase of 0.54%. Participation and satisfaction with PD: In its initial year, staff-led sessions were well accepted. Council Bluffs University (CBU) provided just-in time learning, with 971 course registrations for over 50 different courses. Over 400 evaluations of CBU course revealed that teachers were very satisfied with the professional learning provided by CBU. 95% of evaluations reported courses met the teachers' expectations; 97% of evaluations reported information presented had value in the teachers' work. Number of Teacher Applicants: Applications have increased from 906 (2013) to 918 (2014) to 810 (in the first 6 months of the year (January - June). Comparison figures for first 6 months were 743 (2013) and 684 (2014).

3: Increase number of new and experienced teachers who decide to continue to work in CBCSD in first five years and beyond.

Of the 104 teachers hired in 2014-15, 12 teachers exited in the first year for an exit rate of 11.5%, a first-year retention rate of 88.5%. In the previous school year (2013-14), the district hired 82 teachers and had 14 teachers exit in the first year for an exit rate of 17%, resulting in a retention rate of 83%. The district showed improvement in the first-year retention rate. Of the 82 teachers hired in 13-14, 22 teachers exited in the first two years (14 in year one and 8 in year 2). First and secondyear resignations resulted in a two-year exit rate of 26.8%, or a two-year retention rate of 73.2% for the current year. The district will not be able to measure or compare retention rates at two-years until the conclusion of the next school year. Measurement and comparison of retention rates at three and five years will be deferred until later.

[North Polk](#)

3 - Using the TAP data collection system, teacher leaders, building principals, and district administration can determine the impact of instruction for individual classrooms, cluster groups, attendance centers, and district-wide. Progress is tracked in all areas of the TAP teaching rubric to identify areas of reinforcement and refinement. This data will be used to evaluate the effectiveness of professional development and follow-up assistance offered in weekly cluster group trainings.

In year one, our goal was to collect qualitative data on teacher perception of the TLC implementation in three areas. 1) Teacher willingness to actively participate in professional development (ie. cluster classes,) 2) teacher willingness to try new things in their classrooms as a result of the feedback from observations and learning in professional development. 3) Teacher willingness to accept support from their colleagues to reach their professional goals. Based on our survey data collected throughout the year, teachers were overwhelmingly positive in regard to these three factors. 99% of our teachers felt as though the learning and support provided by our TLC plan (Professional Development and Observations) had positively impacted their practice. 100% of our teachers felt as though the support of the Master

Teacher had positively impacted their practice. Also, each building creates three cycle goals for their cluster classes. These goals tie directly to the observation scores and walkthrough data collected throughout the year. Teams analyze data one time a week in their Teacher Leadership Team meetings and make instructional decisions based on that data. Together, the team determines the progress towards the Cycle goal based on this data. In addition to one hour weekly cluster classes, our teachers also engaged in professional learning for two hours every other Monday morning. We were very intentional about making this time extend upon the learning done in cluster classes. Teacher content teams and grade alike teams engaged in a variety of learning that extended upon the best practice research based strategies learned in cluster classes. Teachers used this time to work collaboratively towards a collective goal in the areas of literacy, implementation of the Iowa CORE, and in the areas of critical thinking and problem solving. The data collected through surveys, walkthroughs and observations prove that our teachers are implementing strategies and collaborating to see student success.

[Norwalk](#)

Goal #5: To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

As a whole, new teachers felt as if they had positive relationships with their mentors. New teachers felt they needed more support with the development of their portfolio. As we examined the program, many teachers felt as if other teachers who did not hold TLC roles should also be allowed to be mentors so they can put more energy into their TLC role. An area that needs to be addressed is in collecting a variety of data to guide the mentoring program improvements. In a survey regarding mentoring and induction sent to 1st.2nd year teachers, experienced teachers new to the district, mentors, lead mentors, and administrators, we received information about the program for the 2014-15 school year. The survey included 29 respondents with 66% of the respondents feeling as if the selection of mentors was based on qualities of effective mentors. Only 54% felt as if there was effective ongoing professional development for mentors. In the area of providing ongoing formative feedback and time to observe in classrooms, less than 50 percent of the staff felt as if there was adequate time to address this issue.

Southeast Polk:

2 - Raising student achievement.

In the core areas, SEPCSD employs a pre-test/post-test system of formative assessment. Compared to a year ago, these data indicate higher levels of student proficiency in terms of growth. The student achievement bottom line for the district in this formative assessment work is that this indicates that students are learning what teachers are teaching better this year than last. In examining the Iowa Tests, the results are very similar. In examining four years of Iowa Test Data, the students did their best work in the area of reading comprehension. Students in grades 3-11 were collectively proficient at a rate of 81.6%, the highest percentage in the past four years. Further, students in grades 4-8 boasted the highest percentages of students proficient in the past four years. In science, grades 4, 5, 6, and 8 enjoyed the highest levels of proficiency in the past four years. In mathematics, scores tended to level off with only grade 4 and 8 reaching their highest percentages of students proficient over the past four years. In 2013-2014, a trend of consistent improvement began, and that trend of incremental growth and improvement continues through the most recent standardized test data.

4 - Improving professional development and collaboration

The teacher leadership system at Southeast Polk CSD has offered a noticeable boost in professional development and collaboration, largely due to the fact that the need, design, instructional roll-out, implementation, and evaluation of professional development has become a collaborative process that includes teacher leaders, principals, and the curriculum office. This collaborative approach was not part of the district prior to the implementation of the teacher leadership system. According to "exit slips" that are periodically used to get teacher feedback after professional development sessions, and survey data collected associated with mentoring and induction in the area of professional development, professional development has become a more engaging, thoughtful, and effective process rather than what the buildings are prescribed to do on Wednesdays. Data also revealed that when professional development is coupled with mentoring and induction support and/or modeling and coaching, greater understanding and implementation success rates improved dramatically.

5 - Improvement of the mentoring program.

SEPCSD has always placed emphasis on and had success with its mentoring and induction program. That said, it has improved dramatically. Data was collected from a rather extensive survey checklist that also encouraged open-ended teacher comments. One part of the survey asked participants to determine how helpful mentoring and induction has been to them in the areas of understanding district policies, goal setting, classroom management, instructional strategies, understanding/implementing professional development, parent communications, and identifying resources. In analyzing the results, it became apparent that the teachers in the program saw mentoring as helpful. Their tallies ranged from a low of 62% stating that the program was effective in assisting them in understanding district policies to a high of 91% of them stating that mentoring helped them to communicate better with parents. In considering

all categories, 78% of teachers participating viewed mentoring as helpful or very helpful. The free response portions of the survey checklist were notably positive and also offered numerous ways to improve the program. The relationship between the mentor (who is a teacher leader) and novice teacher and professional engagement in the program were cited more often than any other factors as being powerful and positive factors that eventually led to better overall teaching. Lastly, 84% of the teachers surveyed saw themselves as having long-term careers in the district, and 8.7% remained "unsure" of their future plans. 7.2% expected to have long-term careers in teaching but plan to move to another district or state. None of the novice teachers surveyed saw themselves as leaving the profession altogether. These data are tied to retention interests that the district has, and they indicate that the vast majority of novice teachers hired in the past two years want to teach, and they want to teach at Southeast Polk.

[Waterloo](#)

1 - Improve student learning by strengthening instruction.

The results of the Spring 2015 Iowa Assessments are:

Elementary Reading - +0.6%

Elementary Math - +2.5%

Middle School Reading - +3.9%

Middle School Math - +2.5%

High School Reading - -0.6%

High School Math - -1.3%

While these results show improvement in math and literacy in our elementary and middle schools, our 11th grade students show a slight decrease from the previous year. Once focus for next year will be the tight implementation of the coaching process in both of our comprehensive high schools as well as our alternative high school. After evaluation of DRA2 spring scores from all elementary buildings, the data shows that our schools as a whole had between thirteen and twenty-seven percent of students that made no gain or less than expected gain from the beginning to the end of the year. The Skills Iowa data is the same data as we consider benchmark data. Those were the benchmarks we gave throughout the year. The universal screen data was not available. While the elementary and middle schools have shown gains in all three areas, the high schools have shown a slight decrease in all three areas. Other data points collected throughout the year were: Skills Iowa Reading and Math, DRA2 for the elementary and iObservation data. While Skills Iowa data has shown to be consistent and reflective at the elementary level, the results are less aligned at the middle and high school levels. During the upcoming year we will continue to work with all schools, including the high schools, on the effective use of the coaching model to improve student achievement.